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Restructuring for Instructional Leadership

Pamela S. Sloan

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by

Pamela S. Sloan
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A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of
Education Specialist
Lindenwood University

Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work here at Lindenwood University and that I have not submitted it for any other college or university course or degree here or elsewhere.

Full Legal Name: Pamela S. Sloan

Signature: _____

Date: _____

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This thesis has been approved as partial fulfillment of the requirements for the degree of Education Specialist at Lindenwood University by the Education Division.

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ABSTRACT

The purpose of this study is determine how the organizational structure for instructional leadership might look if the responsibility becomes a shared function of the stakeholders in the educational process. A questionnaire was distributed to educators who are in building leadership positions to determine if changes in the design of the instructional leadership position have taken place since the demands and expectations on principals have become so diverse.

CHAPTER 1: INTRODUCTION

Introduction

Policymakers and the public are sending a continuous message to school leadership on how schools should measure up to state and federal standards. Vocabulary guideposts for such discussions include student achievement and accountability. Today's schools are expected to educate all students and educate all of them well. No matter how loud the cry for school reform, minimal organizational restructuring has taken place at the district or the building level that would promote sustainable school improvement and enhanced student learning. With the array of demands that the public, parents, teachers, students, and the educational bureaucracy places on the principal, the changes that the policymakers and public are calling for will not be possible without a leadership-for-learning restructuring design. Today's principals continue to attempt to produce an enhanced student product using yesterday's leadership design. Principals are an integral part of an instructional leadership model, but the principal can no longer be the sole instructional leader. Today's principals know that increased student achievement as mandated by the accountability movement and seen in standardized scores and such legislation as "No Child Left Behind" will be the result of a focus on student learning—the outcome; not teaching—the input.

Purposeful change must be facilitated and modeled by the building principal. The time has come for the principal to facilitate a paradigm shift that promotes a philosophy of shared responsibility for student learning that includes all stakeholders. Shared responsibility will encourage a change in the traditional instructional leadership design. The role of the principal has changed in this new age of school reform, but the importance of the principalship has not. A principal should encourage delegation, collaboration, shared responsibility, and the empowerment of other leaders of learning.

Statement of the Problem

The accountability movement that is sweeping the nation has placed additional pressure on the high school principal to show gains in overall student learning as demonstrated on state mandated assessments. As the principal assumes greater responsibility for providing instructional leadership and producing higher student achievement results, the managerial responsibilities of running the school have not decreased. Limited financial resources are not providing for the additional personnel necessary to promote the leadership skills of the principal. The purpose of this study is to investigate what type of shared instructional leadership design will increase student achievement while decreasing the principal's role in developing the complete improvement plan.

Rationale for the Study

In order for a school to produce achievement gains being mandated by the state and federal government and for the principal to continue to provide all of the other components of an excellent educational experience, the instructional leadership design must empower other building and district educators to share in the responsibility of the instructional leadership.

Null Hypothesis

In order for student achievement results to grow and meet the standards set forth by the state and federal government, other educators must not be empowered to share in the responsibility for instructional leadership. If schools continue to do business in the same manner as has been done in the past, the results that these schools get will continue to be much the same. A redesign of the instructional leadership structure for student learning must occur.

Limitations of the Study

1. The questionnaire was limited to a random sampling of school administrators.
2. Some questionnaires were not complete.
3. Some questionnaires were not returned.
4. No comparison data on test scores and instructional leadership design was available.
5. The questionnaire was sent to one district office staff person.
6. The structure of district office was not questioned but is an important factor in this problem.

7. The questionnaire could have been received as administrators were going on summer vacation.
8. The e-mail response did not protect the anonymity of the respondents.

Definition of Terms

Instructional leadership design—a model of internal and external forces that influence student achievement.

Empowerment—the act of giving power to others who have areas of expertise in order that all may contribute to the growth of an organization; thereby, resulting in the "buy-in" necessary to effect change.

Professional learning community—a team of staff members who work collaboratively to clarify the intended outcomes of units, courses, and assessments. A learning community is driven by standards and is on a strict schedule of monitoring progress.

Learning specialist—an educator who is well-trained in learning styles, data analysis, and curriculum and has the capacity for working collaboratively to effect change.

Participatory decision-making—decision-making that involves the stakeholders. No one person is saddled with making all of the decisions for a group.

Accountability system—that system that renders data to support who did/did not meet targeted goals.

Learning styles—the various ways in which students learn.

Reflection—the act of taking time to reflect on a process, procedure, or endeavor.

Collaboration—time set aside for teams and groups of people to discuss aspects of their endeavors.

Professional development—ongoing training that presents learning opportunities for all members of an educational team. This development should be focused explicitly on the direct achievement of meeting building goals.

Summary

The purpose of this study is to determine a possible instructional leadership design that will enable schools to meet the achievement standards set forth in the accountability movement of state and federal legislation.

CHAPTER II-REVIEW OF LITERATURE

Introduction

Frederick Winslow Taylor (1911) argued that "one best system" could be identified to complete any task or solve an organizational problem, and that nineteenth century philosophy led to the enduring industrial model of school leadership that is found in most American schools today. For many decades, the principal has been identified as the sole instructional leader of each building. That simple leadership structure was set in place when America was basically an agrarian society, and the school calendar was based on seeding and harvesting schedules. Following this model meant that one person often identified the best way to perform a function, and the hierarchical top-down management trained workers accordingly. An assembly line of school management and education arose from this model. School management sent students to individual teachers who poured in a quantity of raw material, and at the end of a certain number of years, a student product was produced that was full of material (DuFour & Eaker, 1998).

Today's America demands that students graduate from high school, not just with a quantity of raw material, but with minimum levels of proficiencies. As American schools move through this era of accountability and standards-based reform, the responsibility for all students meeting the minimum levels of proficiency and progress as set up by the state and national government can no longer be achieved through the

industrial era model. Educational leaders of today are being asked to assume more diverse responsibilities; therefore, the important work of educating each student to a minimum standard must include shared responsibility and collaborative decision-making.

Principalship History

In the 1950's, principals were viewed as administrators whose function it was to manage the day-to-day operations of the building—keep the busses running, ensure a proper daily lunch, hire teachers, discipline students, oversee a modest site budget. Those administrative personnel who surrounded the principal assisted in management functions as well.

During the 1960's and 1970's, federal efforts began to focus on curriculum, and principals were called upon to become "change-agents." This term took on many definitions and administrators were left unsure about their expanding role.

In 1983, the National Commission on Excellence in Education captured national headlines with its grim assessment of education in the United States in its report, *A Nation at Risk.* As the implications of this research snaked its way through the intricacies of bureaucracy, principals were identified as the persons who would be responsible for making the kinds of changes needed to better prepare our nation's children. This spotlight on instructional leadership moved this important administrative function to the forefront, and universities and principal leadership courses began to focus instruction on this component of principal training (Lockwood, 2002).

Today's principal coursework continues to focus and train primarily in the area of managerial responsibility. The instructional leader of the 21st century is seen as a "democratic, community-minded leader who builds consensus around a vision rooted in agreed-upon standards for student learning, with a commitment to be accountable for results" (Lashway, 2002). This added layer of responsibility has been thrust upon the existing layer of managerial responsibilites and prevents the principal from focusing on instructional leadership. Efficient schools function with management—great schools encourage and promote collaborative leadership.

Principal Reality

Classroom teachers enter the role of the principalship because they believe they have the vision and passion and knowledge to integrate the right amount of each "success" ingredient to produce a learning environment where all students learn and become productive citizens. These teachers see themselves as leaders whose daily focus will be to oversee the intricacies of teaching and learning. They believe that the critical parts will mesh and create a synergy that will allow a building, their school, to move steadily toward its vision of ever increasing student achievement as evidenced by standardized test scores.

Unfortunately, a study of elementary and middle school principals conducted by the National Association of Elementary School Principals in 1998 found in the last ten years a forty-two percent turnover existed in the principalship and that turnover rate was

likely to continue (Doud & Keller, 1998). Other than retirement, principals leave their jobs for a variety of reasons.

According to Gayle Griffin, former school principal, who was interviewed by Mary Neuman and Judith Pelchat (2001), "a lot of lip service is paid to the idea of principals being instructional leaders, yet, principals are given more and more responsibility in the area of management and very little training in what is needed instructionally."

According to Boyer (1983), the principal is expected to be all things to all people. When Boyer began as a principal, his superintendent advised him to spend 75% of time on evaluations, instruction, and curriculum. He could not do it then and now finds that he doesn't even spend 25% of his time on these critical matters.

Some of the reasons noted for principals choosing to leave the profession include the following:

Long hours—60-80 hour work week
Workload and complexity of job
Supervision of evening activities "unending"
Minimal pay difference between top teacher and administrator
Feeling overwhelmed with very high expectations
State and district mandates that require "mountains" of paperwork
Increasingly complex societal and social problems (Hertling, 2001).

Today's public schools are facing critical problems—tight budgets, overcrowding, building disrepair, understaffed buildings, inadequate teacher certification, drugs, weapons, public scrutiny, diverse learner needs, increased graduation requirements, implementation of various school improvement initiatives, state mandates,

university entrance requirements—the list is long. School leaders cannot rely on old methods of doing business; new methods must be explored.

Teacher Empowerment

In *Leadership Challenge: How to Get Extraordinary Things Done in Organizations*, Kouzes and Posner (1990) describe the leadership behaviors of 1300 middle and senior mangers in private and public sector organizations across the country. They state that leaders challenge the process, are risk-takers, inspire a common vision, and communicate expressively. Because leaders instinctively like teamwork, they tend to nurture the talent and energy of others. Effective leaders enable others to act—they empower.

Previous vast restructuring and school reform movements all had a common flaw. Past efforts expected one person, the principal, to do it all—make an action plan and impose it upon the subordinates—the teachers. As has been noted in failed reform attempts, sustained improvement cannot be achieved by a top-down approach with one leader blazing the trail.

Committed and invigorated individuals, namely teachers, can enhance student learning; in fact, they are the only ones who can do so. Most of the teachers in the ranks today were not trained to be instructional leaders, but many have the ability to be one with doing what they do best—teach. Teacher leaders will pay great dividends as principals look for ways to share instructional responsibility.

Training for teacher leaders would include leadership topics, collaboration discussions, conflict resolution, cooperative work education, best teaching practices, role ambiguity, time management skills, support services, and ongoing professional development. Since the traditional specialty of a teacher is teaching, teachers will need professional development to become learning specialists. It is the principal's responsibility to provide the scaffold for teachers to enhance their professional development (Mayers & Zepeda 2002). Student learning, not teacher teaching, is what is critical to meeting the standards of the accountability movement. Organized teacher expertise will redefine reform (Schmoker, 2001).

Professional Learning Community

As instructional leaders continue to search for the right course of action that will lead to mandated student achievement results, the learning community concept will allow for shared responsibility for student learning. The learning community is built around the teamwork concept; teamwork with an emphasis on goals and results. Teamwork is scheduled, structured, and data driven. Teamwork involves preparation, collaboration, and improvement strategies that will lead to the attainment of the agreed upon goals.

Two other ingredients of successful learning communities involve recognition and reward. Recognition for a job well-done is the top motivator of employee performance, and this concept's time has come (Schmoker, 2001). Dan Lortie (1975) found that

teachers have a profound need for recognition; unfortunately, few opportunities are made to share these earned recognitions.

Another essential component of a learning community is collaboration. Traditionally, by nature and design—space, time, and task—teachers have worked independently. Isolation does not allow for teachers to continue learning; instead, each is sequestered for hours without collegial support, and the ability to share is grossly inhibited. Though it may seem that isolation breeds confidence in the teacher, the opposite is true. While the concept of collaboration is extremely beneficial to the school reform movement, it can have drawbacks if the time is not focused and agenda driven. It is often suggested that what gets measured gets done, but what really gets done is what is measured and talked about.

The professional learning community may take on a variety of organizational designs, but each is founded on the premise that the responsibility for student learning rests with the entire school community, not just the principal.

District Office Organization

Sixty-seven percent of superintendents believe that it is a good idea for principals to be held accountable for their students' test scores, but little assistance is given to the principal in the form of training or resources to make sure that scores are moving in the right direction (Johnson, 2002). As individual schools and leaders reconceptualize how best to lead instructionally in order to meet the ever-increasing mandates and

expectations of state and federal legislation, it is important that the reconceptualization model not be made in isolation from the district office view of school reform.

There is a parallel between the reasons that superintendents and principals leave a district and education—politics, bureaucracy, parent complaints, pay, pressure of higher standards, procedures, paperwork, disgruntled teachers, labor issues (Johnson, 2002). Both groups spend little time working on the real business of educating students and their common vision of increasing student achievement. The superintendent's and principal's vision and ability to lead instructionally are stymied by the managerial responsibilities of the position.

Schools and school districts have not traditionally been organized so that the effort is focused on student achievement. Each entity is working individually doing the best they can to get to student learning to level mandated by the reform movement. In order for the individual sites to move forward to the common goal of a district—student achievement—a common framework and set of guiding principles for that work should be established.

District office organizational structures should provide a support service designed to meet the needs of building goals. There should be ongoing dialogue occurring between the two institutions so that both are aware of what must be done to remedy the shortcomings. What happens in traditional schools is a microcosm what of happens at central office (Neuman & Pelchat, 2001). The bulk of a district's resources and effort and time is placed on maintaining an organizational chart...it is the maintenance of that chart that draws the energy out of folks and nowhere in the chart is the word "students"

used (Neuman & Pelchat, 2001). The central office instructional leadership and the school leadership should decide what needs to be done and work collaboratively to that end. Central office needs to move from the mindset that they are the enforcers, regulators, and overseers.

Summary

The educational system needs to shed the cliché "that a principal is expected to be all things to all people." Additionally, the principal should not be solely charged with the responsibility for instructional leadership. With the layers of expectations that are thrust upon this individual everyday, instruction will not be the primary focus; hence, student achievement will not rise to the level that the state and federal government are mandating. The instructional leadership role must be restructured to one that supports delegation, authority, shared responsibility, and accountability. This system cannot be built until the barriers that prevent such delegation and shared responsibility are removed (Doyle & Rice, 2002).

CHAPTER III—METHOD

Introduction

This survey research used a questionnaire that was sent electronically as its mode of data collection. The purpose of the study was to determine if there had been a redesign of the administrative structure at the site and/or district level since the state and federal accountability movements began mandating minimum levels of student proficiencies.

A cross-sectional survey was sent to a group of administrators who had been enrolled in an advanced school administrator's program of graduate studies. Each administrator had completed school leadership and curriculum design coursework.

Subjects

Subjects in this descriptive survey included fifty-seven administrators who each had a minimum of one year of administrative experience and who had been enrolled in a program of advanced administrative study within the last year. All participants held the minimum of a master's degree in education. Eighteen administrators returned the electronic questionnaire—eleven principals and eight assistant principals. Three questionnaires were returned because of inaccurate addresses.

Sampling Procedure

Based on the purpose of the study, a purposive sampling method was used. In a purposive sampling procedure, the researcher uses personal judgment to select a sample (Fraenkel & Wallen, 1996). The sample of administrators selected for this study included those who had been enrolled in a program of advanced administrative studies at Lindenwood University. This group was chosen because of their recent coursework in instructional leadership and curriculum. It was important that the participants in this study were familiar with recent accountability movements at the state and federal levels and knew firsthand the pressure of the accountability movement.

Fifty-seven administrators were e-mailed an instructional leadership design questionnaire. This method of data collection allowed the individuals time to answer the questions at their convenience. Fourteen questionnaires were returned within two weeks. After two weeks, those who had not responded to the e-mail were sent a follow-up email request; four additional questionnaires were received as a result.

Research Setting

The questionnaires were e-mailed to a selected group of administrators who were enrolled in advanced school administrator's graduate coursework. The administrators were from various elementary, middle, and high schools that encompassed a six-county area. Sixteen surveys were returned via e-mail and two surveys were returned via the United States mail system.

Research Design

A cross-sectional survey was used to determine how practicing administrators view the instructional leadership design in their schools. Since the surveyed topic touched the critical essence of what principals and assistant principals view as their most important job function, it was the hope that this factor would motivate the population of interest to return the questionnaire.

The results of the survey were tabulated and shared with district office and site administrators in hope that a leadership redesign will occur that will aid in more effective instructional leadership; thereby, enabling all students to meet the minimum levels of proficiencies being mandated by the state and federal government.

Instrumentation

The cross-sectional survey was sent via e-mail to a target group of administrators who were enrolled within the last year in an advanced program of administrative studies. All participants had the job title of principal or assistant principal.

The self-administered survey consisted of eighteen questions. Three of the survey questions asked the respondents to "check all that apply" to the questions. One of the questions was an open-ended question asking the respondents to describe the leadership design structure in their building if they considered it to be a quality design; no respondent supplied a response to the statement. Because the survey's purpose was to determine attitude, opinions, and beliefs, most of the questions were closed-ended

allowing the respondent to select an appropriate answer from multiple choices. Fifteen questions were closed-ended.

To check for question clarity, the questionnaire was administered to two administrators who were not part of the targeted survey group. As a result of the question review, three questions were reworded for clarity.

The purpose of this survey instrument was to use the collected data from the individual units of analysis to describe the population that the units of analysis represented.

In educational research, there are three general methods for obtaining information—researcher instruments, subject instruments, and informant instruments (Fraenkel & Wallen, 1996). This study used subject instruments whereby subjects responded to questions by writing a response or by checking an appropriate response from a list of possibilities.

Summary

As state and federal legislation puts pressure on schools and districts for minimum levels of student performance and growth, instructional leadership at the individual sites becomes critical to meeting this mandate. The instructional leadership design that is in place at most sites does not allow for the principal to meet this mandate by him/herself. The leadership design that most schools utilize is one that allows for efficient management at best. Efficient management skills and focus will not turn the tide on the

student learning initiatives that must take place for schools to meet high target achievement goals.

The purpose of the questions in this descriptive research study was to ascertain if sites and/or districts had restructured to a leadership design that would place primary focus on student learning; thereby, allowing for shared responsibility among all educators for student achievement.

CHAPTER IV—RESULTS

Introduction

Fifty-seven school administrators in a purposive sampling were given the opportunity to respond to a questionnaire regarding instructional leadership design in their schools. Of the fifty-seven surveys emailed to administrators, only 32% returned the survey after a three-week period that included a second request to submit questionnaires.

The surveys were distributed to a predetermined group of administrators who had been enrolled in Lindenwood University within the last year and who had taken the leadership and curriculum courses in the advanced administrator's preparatory graduate program of studies.

Analysis of Data

In almost all surveys, some members of the sample population will choose not to respond, and this lack of response is referred to as nonresponse. A nonresponse may be categorized as a total nonresponse or an item nonresponse. (Fraenkel & Wallen 1996). Fraenkel and Wallen (1996) noted that in a mail survey, the response rate may range from 10% to 90%. No research information on return percentages for e-mails was given. The fact that an e-mail response was identifiable was a limitation of the study.

In this particular e-mail survey, the total nonresponse rate was 68%. Seventy-two percent of the questions were answered by all respondents. Twenty-eight percent of the questions, or five of the eighteen questions did not have a 100% response. Question eighteen was not answered by anyone. This question offered respondents the opportunity to write about a quality leadership design structure at their school. This lack of responsiveness could be attributed to the fact that the subjects did not know of a better design, or that writing a response to the question was too time consuming.

Ten of the eighteen respondents were principals; eight of the respondents were assistant principals.

Since the researcher's purpose was to study opinions, beliefs, and attitudes, and there was no relationship among variables, internal validity was irrelevant.

Survey Findings

Finding One: The respondents believe that the principal, department chairs, assistant principals, and district office personnel—in this order—are mainly responsible for instructional leadership. Only 5% of the respondents believe that a learning community is responsible for student learning. This finding may be that the respondents did not know what a learning community entailed.

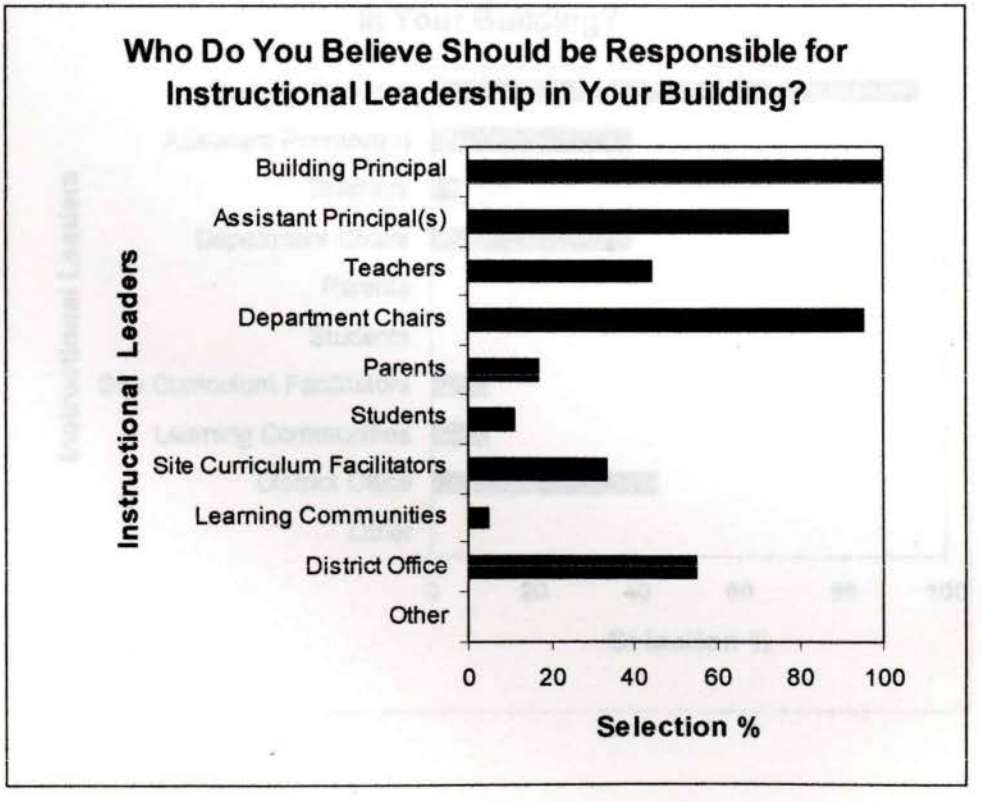

Figure 1

Finding Two: Respondents believe that the people who should be responsible for instructional leadership and the people who are responsible are the same people, although not in the same order. The order for this question is the principal; district office personnel to include the director of secondary education, the director of curriculum and instruction, literary specialist and math tutor; assistant principals, and department chairs.

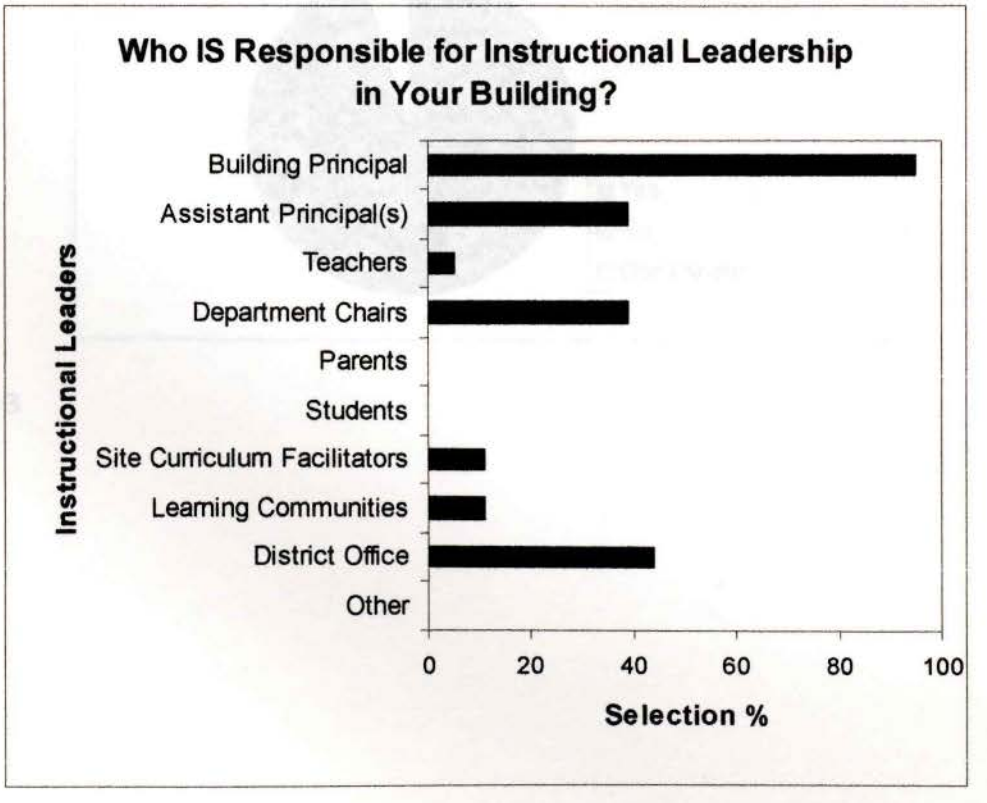

Figure 2

Finding Three: Respondents overwhelmingly believe that more emphasis has been placed on student learning in the last five years.

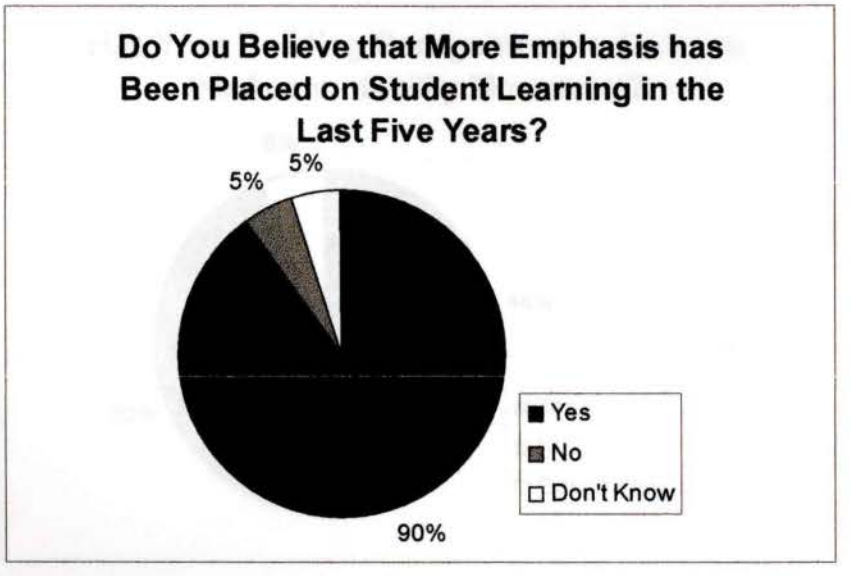

Figure 3

Finding Four: The overwhelming majority of respondents do not believe that their school has been reorganized to address the accountability movement.

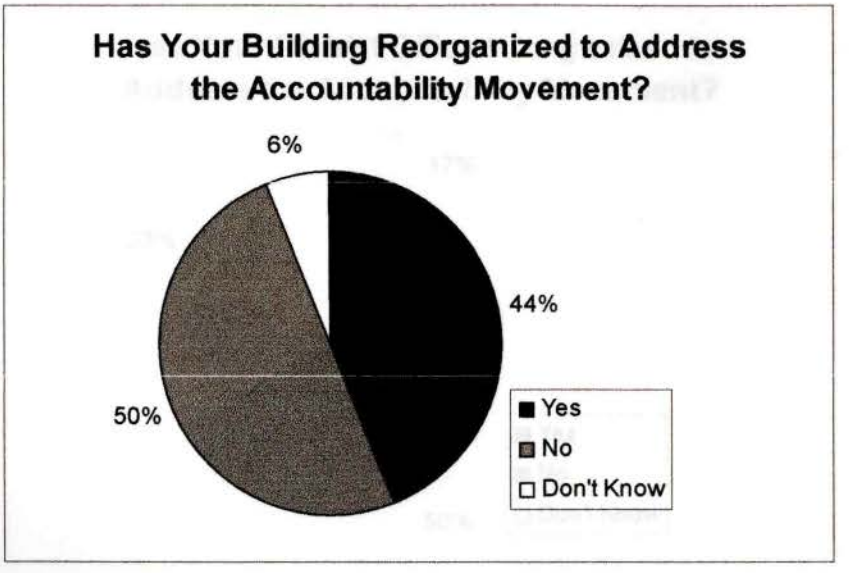

Figure 4

Finding Five: Only seventeen percent of the respondents believe that their district office has been reorganized to address the accountability movement.

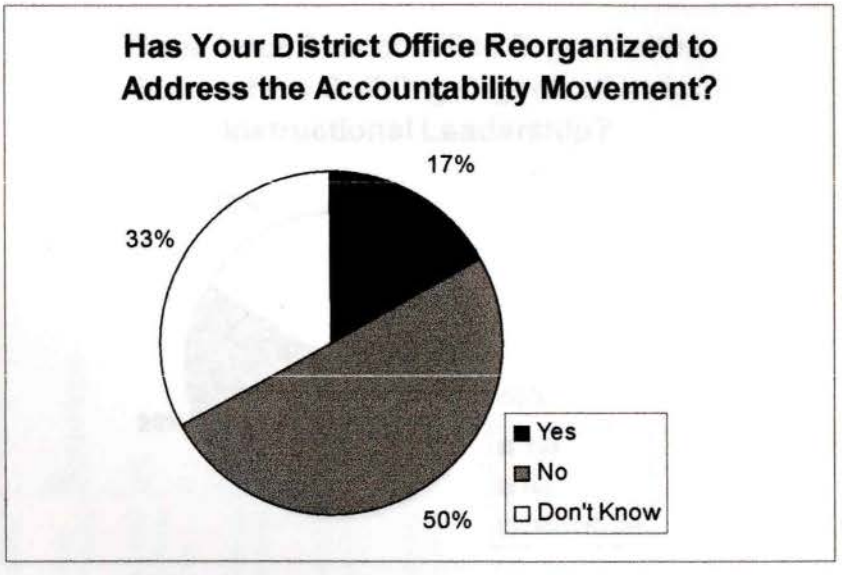

Figure 5

Finding Six: Slightly more than half of the respondents believe that their district office supports the site instructional leadership design.

Figure 6

Finding Seven: Of the seven job functions mentioned in the survey ranking and questions, administrators responded that they spend the most of their time in their work day on management tasks and the least amount of time on instructional leadership, although they believe that instructional leadership is more important than their management tasks.

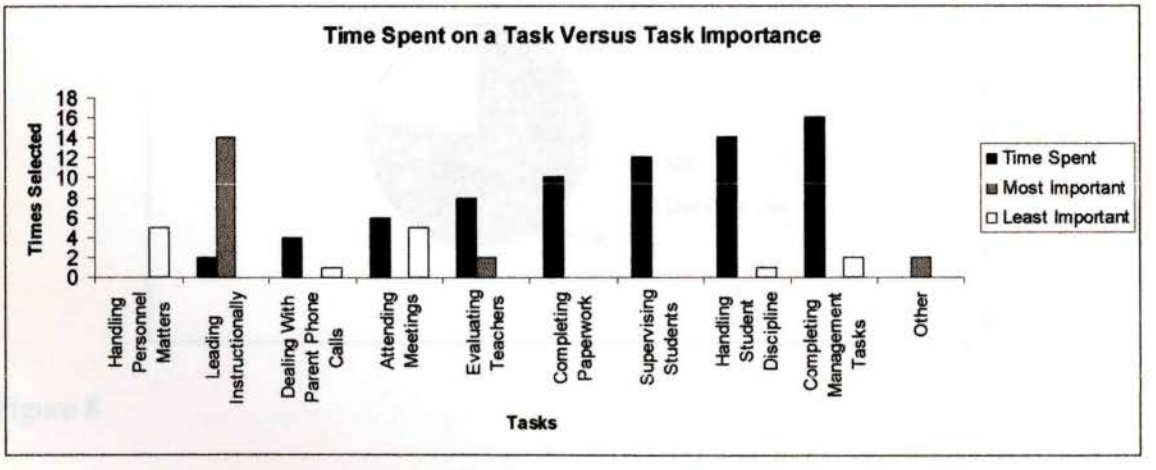

Figure 7

Finding Eight: Administrators have not been given more time to work on instructional leadership activities since the accountability movement began.

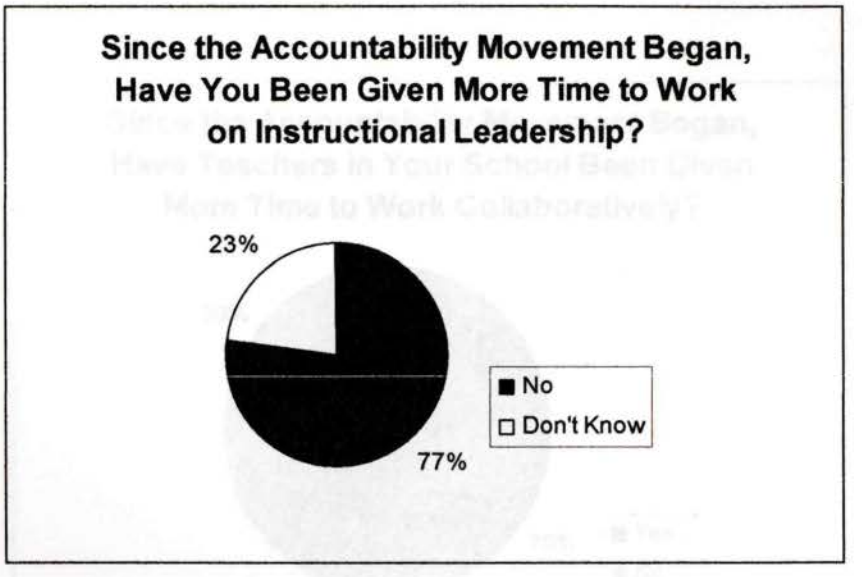

Figure 8

Finding Nine: Administrators believe that teachers have been given more time to work collaboratively since the accountability movement began, but teachers were not highly rated as educators who were responsible for instructional leadership.

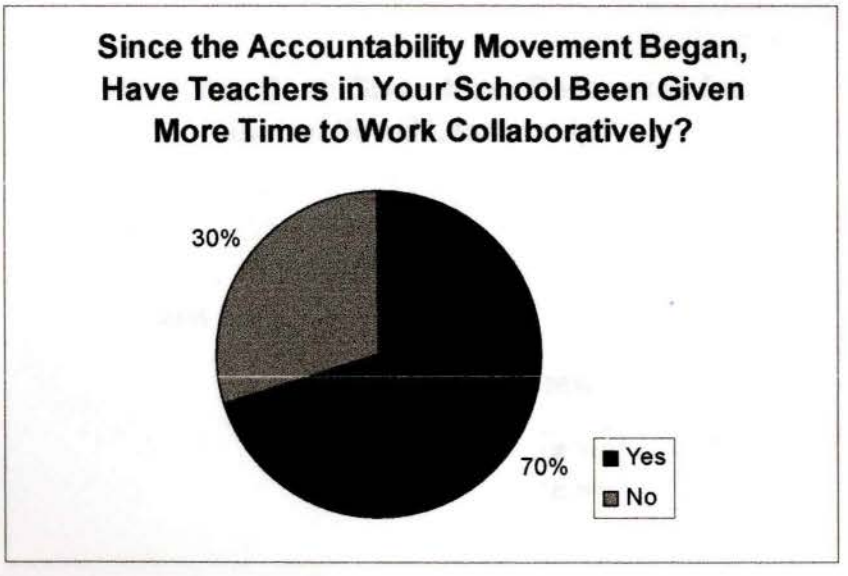

Figure 9

Finding Ten: Since the accountability movement began, administrators believe they have been given more resources for instructional leadership, though as noted in finding eight, time is not one of the resources given.

Figure 10

Finding Eleven: Administrators believe that teachers' professional development has focused on student learning rather than teaching, but administrators' professional development has not focused on student learning.

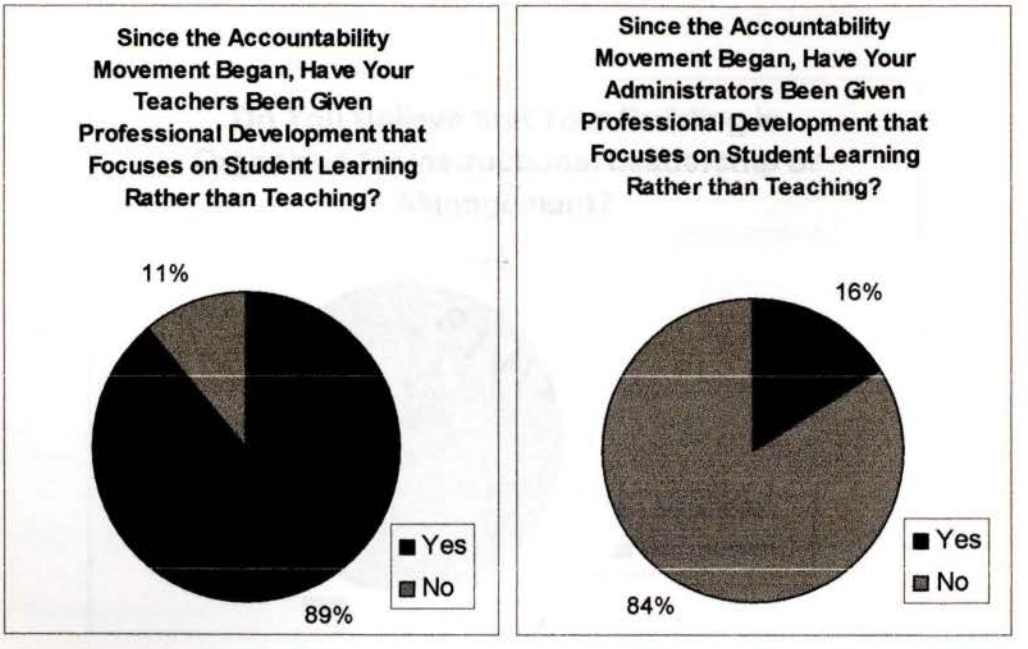

Figure 11

Finding Twelve: Administrators believe that their buildings are organized for management rather instructional leadership.

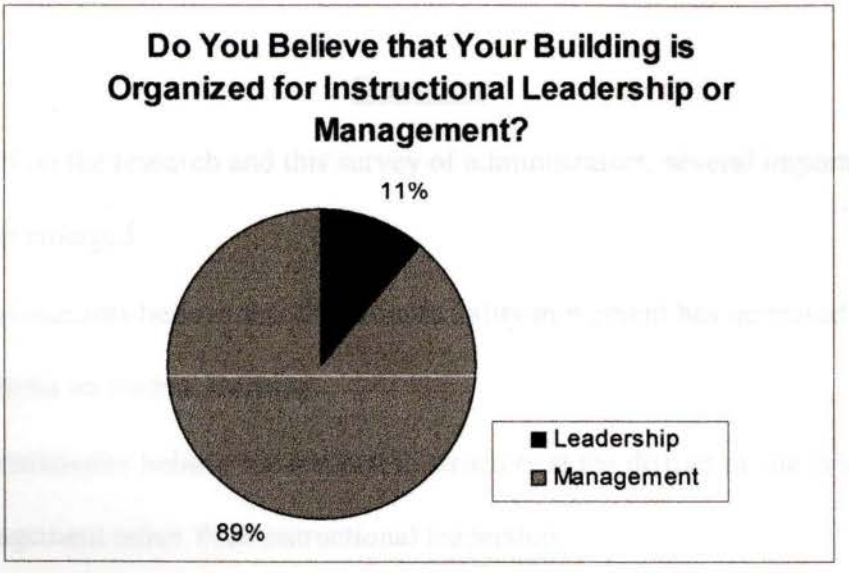

Figure 12

Finding Thirteen: None of the administrators believe that their building has a quality instructional leadership design that promotes student learning. Perhaps no one answered this open-ended question because it was time consuming.

Statement posed: If you believe that your building has a quality instructional leadership design that promotes student learning, please note the design structure that is used.

Summary

Based on the research and this survey of administrators, several important findings have emerged:

- Administrators believe that the accountability movement has increased the emphasis on student learning.
- Administrators believe the leadership structure at the district or site is set up for management rather than instructional leadership.
- Administrators spend most of their day on management tasks.
- Administrators believe that, while teachers have received professional development on student learning versus teaching, the administrators have not.
- Administrators are perceived as the educators who are most responsible for instructional leadership.

In summary, the accountability movement has increased the pressure on site administrators to improve student achievement scores for all classifications of students on assessments as mandated by the state and federal governments. Though the accountability and responsibility for performance has increased, the leadership structure

in most schools and district offices remain the same. A recommendation for a leadership design that will force a shared responsibility for student achievement will be noted in Chapter Five.

CHAPTER V—DISCUSSION

Introduction

The purpose of the research and study was to examine the design of the instructional leadership role. It remains imperative that individual schools have principals as leaders, but it is just as imperative that the building administrator not be responsible for all managerial tasks and the responsibility to move standardized scores to those heights deemed appropriate by state and federal lawmakers.

From the study, it may be noted that most building administrators agree that there has been increased pressure for students to perform on standardized assessments; however, little restructuring has been done at the site or district level to assist with this performance mandate. Additionally, administrators stated that there has been little administrative professional development to educate them on the analysis of data that leads to the solution of assessment shortfalls. Few resources of time or people have been allocated to this all-important endeavor.

Oddly enough, educators and lawmakers continue to expect significant changes by doing business as it has always been done. Lezotte's second generation of the correlates of effective schools represent the logical progression of development for instructional leadership (1991). Lezotte states that in the first generation, the standards for instructional leadership focused primarily on the principal and the administrative staff

of the school. In the second generation, Lezotte stated that instructional leadership would remain important; however, the concept would be to broaden leadership to be viewed as a dispersed concept that includes all adults, especially the teachers. This second generation of leadership design is in keeping with the teacher empowerment concept; it recognizes that a principal cannot be the only leader in a complex organization like a school.

Expertise is generally distributed among many, not concentrated in one person (Lezotte, 1991).

Implications for Effective Schools

The heart of every school's mission statement is student learning, and it is the charge of each educator every day to get every student over the "bar." The overriding implication of this research has been that the time has come for the building principal to be divested of the sole responsibility and accountability for student scores on standardized tests. It takes a faculty of educators to complete a learning experience for each student; therefore, each educator is accountable for student learning. The time has come for educators at all levels of the hierarchy to collaboratively set student learning goals and strategies to meet those goals.

While school personnel at all levels know of this need for change, few restructuring movements have been successful because the restructuring effort is fragmented; one bureaucratic level plans without the input of other levels; thereby, causing continuous discord.

Recommendations

Based on the study and research, the following recommendations are made for the restructuring of instructional leadership:

Building level

Principal
- sets the building vision
- monitors tone and climate
- oversees all building functions
- separates management functions from instructional functions
  - business manager
  - student services manager
  - special education manager
  - climate manager (focuses on staff and student recognition and celebrations)
  - plant manager
  - activities manager
  - instructional manager
- empowers a team of instructional leaders and provides a job description for each
  - content leaders
  - learning team leaders
  - administrative instructional leader
  - learning facilitator
  - learning specialist
- provides resources for professional development
  - learning styles
  - learning vs. teaching
  - best practices
  - collaboration
  - leadership training
  - data analysis
  - goal setting
  - goal analysis
  - curriculum
    - alignment
    - course mapping
    - common assessments
  - reflection

District Office

Must agree that the management and instructional functions of the principalship may be separated
Must work collaboratively with sites to make certain the structure of district office supports the site instructional leadership design
Must work collaboratively with sites to make certain the structure of district office supports the site management design
Must agree to allow principals to hold teachers accountable to student learning
Must work collaboratively with sites to support individual school professional development plans
Should not dictate how site professional development time and resources should be spent.
District office must support the need for release and training time for the instructional leaders
Must agree to rethink the use of learning time
Must agree to be in a support position, rather than an enforcer role

Summary

The research and survey suggest that an instructional leadership structure problem exists; however, no reorganization efforts and little administrative professional development to that end have occurred. Those that are in positions of district leadership are caught in much the same bureaucratic frenzy as the building administrators. Most are so busy dealing with the day-to-day management issues that instructional leadership and its reorganization get what time is left. Unfortunately, the left-over time is not enough to effect the needed changes in student learning. The leadership-for-learning structure must emerge for the talked about gains and strides to be made.

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APPENDIX A

Instructional Leadership Survey

Place a check next to all that apply.

_____ I am an elementary principal.
_____ I am a middle school principal.
_____ I am a high school principal.
_____ I am an elementary assistant principal.
_____ I am a middle school assistant principal.
_____ I am a high school assistant principal.
_____ I am a high school associate principal.
_____ Other

1. Who do you believe should be responsible for instructional leadership in your building? Check all that apply.

_____ a. building principal
_____ b. assistant principal(s)
_____ c. teachers
_____ d. department chairs
_____ e. parents
_____ f. students
_____ g, site curriculum facilitators
_____ h. learning community
_____ i. district office personnel (please list)
_____ j. other (please list title/responsibility)

2. Who ***is*** responsible for instructional leadership in your building?

_____ a. building principal
_____ b. assistant principal(s)
_____ c. teachers
_____ d. department chairs
_____ e. parents
_____ f. students
_____ g, site curriculum facilitators
_____ h. other (please list title/responsibility)
_____ h. learning community

3. Do you believe that more emphasis has been placed on student learning in the last five years?

_____ a. yes
_____ b. no
_____ c. don't know

4. If you answered "yes" to question three, please answer this question:

If more emphasis has been placed on student learning in the last five years, has the instructional leadership design in your building changed?

_____ a. yes
_____ b. no
_____ c. don't know

5. Has your building reorganized to address the accountability movement?
_____ a. yes
_____ b. no

6. If you answered "yes" to the above question, please answer the following question: Since we reorganized have our state standardized scores have increased?

_____ yes
_____ no
_____ don't know

7. Has your district office reorganized to address the accountability movement?

_____ a. yes
_____ b. no
_____ c. don't know

8. Does your district office organization support the building organization for instructional leadership?

_____ a. yes
_____ b. no
_____ c. don't know

9. Please rank the following with respect to how much time you spend per day on each. 1—spend the most time per day working on this; 9--spend the least amount of time per day working on this.

_____ handling student discipline
_____ completing paperwork
_____ evaluating teachers
_____ handling personnel matters
_____ dealing with parent phone calls
_____ attending meetings
_____ leading instructionally
_____ supervising students
_____ completing management tasks
_____ other

10. Which of the above functions do you deem to be ***most*** important to increased student achievement?

11. Which of the above functions do you deem to be ***least*** important to increased student achievement?

12. Since the accountability movement began, have you been given more time to work on instructional leadership?

_____ a. yes
_____ b. no
_____ c. don't know

13. Since the accountability movement began, have teachers in your school been given more time to work collaboratively?

_____ a. yes
_____ b. no

14. Since the accountability movement began, have you been given more resources for instructional leadership?

_____ a. yes
_____ b. no

15. Since the accountability movement began, have your teachers been given professional development that focuses on student learning rather than teaching?

_____ a. yes
_____ b. no

16. Since the accountability movement began, have your administrators been given sustained professional development that focuses on student learning rather than teaching?

_____ a. yes
_____ b. no

17. Do you believe that your building is organized for instructional leadership or management?

_____ a. leadership
_____ b. management
_____ c. neither

18. If you believe that your building has a ***quality*** instructional leadership design that promotes students learning, please note the design structure that is used.